

Promoting Education to Expand Awareness and Perception on Corporate Social Responsibility (CSR)

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ABSTRACT Corporate social responsibility (CSR) is a key issue worldwide and it is expected that everyone would be aware and knowledgeable on CSR for the welfare of humanity, society, the economy, and the environment. This study intends to measure the level of awareness and perception of CSR of people in Bangladesh based on a case study. The descriptive research category and quantitative research approach were used. Data were collected using a closed-ended questionnaire with a non-probability sample size of 400 diverse groups of people of various ages (mean = 22.4), including eighty-one percent males and nineteen percent females, with different educational qualifications. Descriptive statistics analysis revealed the positive awareness and perception level of CSR among people. The Chi-square test stated the relationship among CSR's knowledge, respondents' education, and their faculty. Spearman's Rho correlation exposed a positive association among perception-based variables, and the Mann-Whitney *U* test exhibited significant differences in people's perception of CSR education and faculty.

INTRODUCTION

Corporate social responsibility (CSR) is the most powerful driving force in the present business era. Now it is being practised in developed, developing and under-developed countries as well. In the past, CSR was limited to charitable support, philanthropic activities, and relief work by businesses (Gupta 2019). Now it has changed into numerous dimensions. CSR activities have become basic business strategies for maximizing the values of the organization and managing various stakeholders. It is contributing in various ways to business. In the future, CSR activities will be more urgent issues in all organizations. Education and research will ease its expansion to all.

Recently, Bangladesh has been declared a developing country and expecting positive progress in future years. Its economy is expanding very swiftly, comparatively faster than some other countries in South Asia (Moyeen and West 2014). Thus, CSR is getting important for short-run profitability and long-run solvency in small, medium, and large-scale businesses (Masum et al. 2019). On the contrary, CSR is practised in a few areas,

like banking sectors guided by Bangladesh Bank, and some SMEs are compelled by foreign companies. Moreover, most companies participate in charity and philanthropy-based CSR activities, but environmental concerns are relatively less important (Moyeen and West 2014).

In economic advancement, social well-being, sustainable development, and environmental conservation, CSR plays a key role. Researchers, business leaders, government, legislators, politicians, civil society organizations, social workers, and NGOs are paying attention to this issue (Khatun 2014). CSR benefits a variety of stakeholders, including owners, employees, managers, customers, suppliers, governments, societies, and others directly and indirectly. So, CSR awareness and perception are essential for all. Corporate stakeholders have the scope to promote CSR awareness levels by involving in business activities, but other people have limited such opportunities. In Bangladesh, there is a lack of public awareness, understanding, and engagement in CSR (Rana 2015). It is important to expand community awareness about corporate social responsibility for community

development (Kumari et al. 2017). Considering these, this paper wants to measure awareness of people on CSR and their perceptions of it.

Objectives of the Research

The objective of this research is to assess people's knowledge and perception of CSR. The specific targets of this paper are to measure the contribution of education to the awareness and perception level of the people about CSR.

Literature Review

Generally, CSR is the business's obligation and social responsibility. In addition, sustainability is discussed from CSR's economic, social, and environmental dimensions by ElAlfy et al. (2020). CSR refers to a business's obligations that comprise all stakeholders in all its activities for achieving sustainable development economically, socially, and environmentally (Ismail 2011). There are a limited number of all-accepted definitions of CSR (McWilliams et al. 2006). Various scholars have defined CSR in different times in different ways. CSR explores social, economic, moral, legal, and environmental issues of the institutions. CSR starts with the end of the law. If an organization merely obeys the minimal requirement of the law, it cannot be called perfectly socially responsible (Davis 1973). CSR concept is more comprehensive than laws. It usually relates to deliberated welfare activities of firms. Organizations should also take voluntary steps to improve employees' living standards and their families, society, and local community (Wood 1991). Thus, CSR is conducting moral, ethical, and philanthropic responsibilities of firms to acquire expected returns by maintaining legal activities. CSR is a concept of companies that integrates economic, social, and environmental aspects in business activities and interacts with various stakeholders (UNIDO 2002).

After all, a comprehensive definition was given by Carroll. The firm maintaining CSR should strive to make expected returns ethically and legally and be a successful corporate body (Carroll 1991). Carroll's definition covers most aspects of CSR. Thus, CSR refers to the economic, ethical, legal, and philanthropic obligations and responsibilities of a business that bring profitability to corporations, the welfare of society, and protect the environment (Pal et al. 2022).

CSR was not an important issue in Bangladesh in previous times, but it is imperative and emerging today. Within the last few years, CSR awareness is increasing remarkably in Bangladesh (Ismail 2011). Among business people, academics, and civil society members, CSR has become an important concept (Belal and Roberts 2010). Although there is a lack of particulars law on CSR practices and their disclosure format, only the Company Act of 1994 and the Bangladesh Labor Law of 2006 direct organizations in various ways in this field (Khatun 2014). On the other hand, Bangladesh's central bank (Bangladesh Bank) developed CSR guidelines in 2008 as the first initiator (Pal et al. 2022). The Bangladesh Bank has been publishing bi-annual CSR reports on financial and non-financial organizations since then.

At present, various financial, non-financial, business, non-profit, and service-oriented organizations adopt CSR policies and implement related activities. CSR describes seven broad categories of CSRPs, like community education, environmental sustainability, cultural welfare, infrastructural development, health care, humanitarian and disaster relief, and income-generating activities (Mahmud et al. 2020). It is a matter of regretful that CSR is usually practised in the economic, ethical, legal, and philanthropic arena. Bangladeshi companies focus more on employee-related CSR issues than on environmental issues (Masum et al. 2019). Similarly, CSR practices are not covering all areas according to the global perspective. Here, CSR activities reflect responses to societal needs usually drawing from the experiences of least developed countries (LDCs), rather than Global Reporting Initiative (GRI) guidelines. CSR practices in Bangladesh are not universal but culturally dependent on limited activities (Ndiweni et al. 2018). Besides banking sectors, Bangladeshi small and mid-size enterprises (SMEs) working as direct and indirect subcontractors are encountering various challenges to access global markets for the lack of standardized CSR guidelines designated by global buyers (Rahim and Wisuttisak 2013).

CSR education is a vital phenomenon in the academic area that plays a prominent role in enhancing concepts and knowledge. CSR ruminates the social values that are worthy for present living and future generations. CSR is for all corporate levels, educational institutions should teach CSR to everyone (Adámek 2013). Having CSR education,

managers and administrators can lead to good governance, expected performance, positive outcomes, and promote the firm’s obligations (Nguyen and Huang 2020). For the advantage of internal and external stakeholders of the organizations, the academic programs should include CSR topics (Vázquez et al. 2013). Public positive awareness of CSR encourages the organization to act and behave responsibly and ethically (Hieu 2011). Thus, a higher level of education enhances awareness and understanding of CSR and helps implement CSR programs (Karabasevic et al. 2016).

METHODOLOGY

In this study, quantitative research was considered appropriate and anticipated to measure the contribution of education in extending awareness and perception on CSR of people. The population of this study consisted of various aged people of Rajshahi city in Bangladesh having diverse education levels and faculties. It also included students, public and private service holders, business people, and entrepreneurs.

As a part of a non-probability sample technique, convenience sampling was used for this paper. Out of less than 1 million population, 400 respondents were selected as per the sample size formula, where the sample size of 384 is acceptable for a million population (Krejcie and Morgan 1970). In this study, 200 online surveys and 200 paper-based surveys were conducted to find out significant differences.

Instrumentations and Data Collection

A fully structured questionnaire consisted of closed-ended questions offering multiple options for respondents to choose from. The survey link of Google Forms was sent via email, text message, Facebook page, Facebook groups, and Messenger groups (Pal et al. 2022). In addition, respondents were encouraged to refer to others like snowball sampling. On the other hand, in the paper-based survey, questionnaires were circulated in various areas amongst people of Rajshahi city based on convenience sampling. Due to the Bengali-speaking population of Bangladesh, the questionnaire was interpreted by a translator from English to Bengali and sent to two experts in business studies (Pal et al. 2022). Their recommendations were incorporated into this questionnaire. The

Table 1: Sociodemographic characteristics of respondents

<i>Variables</i>	<i>Sub-variables</i>	<i>Frequency n=400</i>	<i>%</i>
<i>Age</i>	15-24 years (Youths)	313	78.3
	25-39 years (Young Adults)	87	21.8
<i>Gender</i>	Male	324	81.0
	Female	76	19.0
<i>Education Qualifications</i>	Secondary School Certificate (SSC)	51	12.8
	Higher Secondary Certificate (HSC)	158	39.5
	Honours (Undergraduate)	135	33.8
	Masters (Postgraduate)	56	14.0
	Students	370	92.5
<i>Respondents' Status</i>	Govt. Service	10	2.5
	Private Service	5	1.3
	NGO	1	0.3
	Self-employment	3	0.8
	Business	4	1.0
	Others	7	1.8
	Social Science faculty	49	12.3
<i>Faculty of Study</i>	Arts faculty	53	13.3
	Business Studies faculty	190	47.5
	Medical faculty	9	2.3
	Engineering faculty	53	13.3
	Others	46	11.5

questionnaire of this study consisted of four sections. Section A represented demographic data, such as age, gender, education qualifications, status, and faculties where they studied. Section B illustrated educational knowledge on CSR, followed by Kot (2014). Section C wanted to measure people’s awareness of CSR, and questions were adapted from Moyeen and West (2014). People’s awareness was measured using three criteria, such as right = 1, wrong = 2, and don’t know = 3. Section D intended to determine people’s perceptions of CSR and was adapted from the CSR pathways of Gupta (2019) and CSRPs activities narrated by Mahmud et al. (2020). In section D, a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree, was used to measure perceptions (Pal et al. 2022). The researchers carefully maintained ethical issues such as data privacy, informed consent, respondent confidentiality, and anonymity.

RESULTS AND DISCUSSION

Male respondents made up the majority, with a percentage of 81.0 percent and the remaining 19.0 percent were female (Table 1). The respondents

Table 2: Knowledge of CSR

Variables	Sub-variables	Frequency n=400	%
Heard or known about the term CSR	Yes	261	65.3
	No	139	34.8
	Secondary School Certificate (SSC)	58	14.5
Heard or known about CSR at the education level.	Higher Secondary Certificate (HSC)	103	25.8
	Honours (Undergraduate)	60	15
	Masters (Postgraduate)	4	1.0
	No study	175	43.8
	A chapter	112	28.0
Quantity of Study on CSR	A topic of the chapter	91	22.8
	A subject/course	22	5.5
	No study	175	43.8

were mostly aged 15 to 24 years (78.3%), and 21.8 percent were aged from 25 to 39 years. Most of the respondents have completed HSC or 12th class or A level education (39.5 %). Around 92.5 percent of respondents were students, and nearly half of the respondents were from the business studies faculty.

Two-thirds of the total respondents had heard about CSR (Table 2). A large number of respondents, 56.3 percent, had studied CSR at various education levels. More than half of CSR learners had studied this topic in various amounts, and 175 out of 400 respondents had no learning experiences on CSR. The knowledge level regarding CSR of the respondents was acceptable.

Table 3 revealed that the chi-square test of independence showed a significant association between CSR's study and CSR's knowledge with $\chi^2(1, N = 400) = 208.31, p = .00, \phi = .72$. The value of the phi-coefficient was .72 (> .3), indicating a strong association between study and knowledge on CSR.

Table 3: Frequencies and Chi-square results for study on CSR and knowledge on CSR (n=400)

Source	Study on CSR		No study on CSR		$\chi^2(1)$
	n	%	n	%	
Knowledge on CSR	215	82.38	46	17.62	208.31***
No knowledge of CSR	10	7.20	129	92.80	

***p < .01.

Table 4: Frequencies and Chi-square results for faculty and knowledge on CSR (n=400)

Source	Business faculty respondents		Other faculty respondents		$\chi^2(1)$
	n	%	n	%	
Knowledge on CSR	187	71.65	74	28.35	175.62***
No knowledge of CSR	3	2.16	136	97.84	

***p < .01.

Here,

$$\phi = \frac{x^2}{N}$$

The Chi-square test of independence showed a significant association between faculty of respondents and CSR's knowledge with $\chi^2(1, N = 400) = 175.62, p = .00, \phi = .66$ (Table 4). The value of the phi-coefficient indicated a strong association between the faculty of respondents and knowledge on CSR.

Table 5 exhibited that the chi-square test of independence showed a significant association between faculty of respondents and CSR's study with $\chi^2(1, N = 400) = 281.48, p = .00, \phi = .84$. The value of the phi-coefficient was .84 (> .3) that indicating a strong association between the faculty of respondents and the study on CSR.

Awareness of CSR

In Table 6, about forty-three percent of people had elaborated the term CSR correctly. Most of the people answered correctly, ranging from 58.5 percent to 64.8 percent of the awareness-based items. More than half of the respondents had awareness about CSR in contributing to environmental conservation, the cost-effectiveness of organization, increasing returns on investment, and creating a good image. People also supported

Table 5: Frequencies and Chi-square results for faculty and study on CSR (n=400)

Source	Business faculty respondents		Other faculty respondents		$\chi^2(1)$
	n	%	n	%	
Study on CSR	190	84.44	35	15.56	281.48***
No study on CSR	0	00.00	175	100.00	

***p < .01.

Table 6: Awareness (A) of CSR (n=400)

	<i>Items</i>	<i>Right %</i>	<i>Wrong %</i>	<i>Don't know %</i>
A1	Elaboration of CSR	43.0	22.3	34.8
A2	CSR includes environmental conservation	64.0	2.3	33.8
A3	CSR is the necessary cost of business	61.3	3.8	35.0
A4	CSR increases the profit and goodwill of the business	64.8	5.3	30.0
A5	Businesses have CSR to the government	64.8	5.8	29.5
A6	The objective of a business is to earn profit by obeying the law	58.5	19.8	21.8

the necessity of CSR for the government and lawful activities of the business.

Many respondents as alluded to (n=225), had studied CSR at various education levels (Table 7). The awareness level among studied

Table 7: Awareness of people having studied and not studied on CSR

<i>Items</i>	<i>Studied on CSR n=225</i>			<i>Not studied on CSR n=175</i>			
	<i>Right %</i>	<i>Wrong %</i>	<i>Don't know %</i>	<i>Right %</i>	<i>Wrong %</i>	<i>Don't know %</i>	
A1	Elaboration of CSR	68.9	19.1	12.0	9.7	26.3	64.0
A2	CSR includes environmental conservation	87.1	2.2	10.7	34.3	2.3	63.4
A3	CSR is the necessary cost of business	82.2	3.1	14.7	34.3	4.6	61.1
A4	CSR increases the profit and goodwill of the business	83.6	4.9	11.6	40.6	5.7	53.7
A5	Businesses have CSR to the government	82.7	7.1	10.2	41.7	4.0	54.3
A6	The objective of a business is to earn profit by obeying the law	72.9	20.4	6.7	40.0	18.9	41.1

respondents was good. They (68.9% to 87.1%) answered six awareness-related questions accurately. On the other side, the awareness level among no-studied respondents (n=175) was comparatively low. Most of the no-studied respondents responded “Don’t know” or “No idea” from 41.1 percent to 64.0 percent. Some of these people replied accurately. Besides, a few of them did not answer correctly.

Around 73.7 percent to 88.9 percent of business faculty students reacted in the right way to the awareness-related questions and some answered incorrectly (Table 8). Few of them had no idea about CSR. Although items A1 and A6 were less than eighty percent, items A2, A3, A4, and A5 were more than eighty percent, indicating a good awareness level on corporate social responsibility. On the other side, non-business or other faculty respondents mostly answered “Don’t know” on those items from 36.7 percent to 57.6 percent. Many of them answered “Right”, and a few of them answered “Wrong”. Out of 210 non-business respondents, 15.2

Table 8: Awareness of CSR of business faculty and other faculty respondents

<i>Items</i>	<i>Business faculty n=190</i>			<i>Other faculty n=210</i>			
	<i>Right %</i>	<i>Wrong %</i>	<i>Don't know %</i>	<i>Right %</i>	<i>Wrong %</i>	<i>Don't know %</i>	
A1	Elaboration of CSR	73.7	16.8	9.5	15.2	27.1	57.6
A2	CSR includes environmental conservation	88.9	2.1	8.9	41.4	2.4	56.2
A3	CSR is the necessary cost of business	84.7	3.2	12.1	40.0	4.3	55.7
A4	CSR increases the profit and goodwill of the business	86.8	4.7	8.4	44.8	5.7	49.5
A5	Businesses have CSR to the government	84.2	7.9	7.9	47.1	3.8	49.0
A6	The objective of a business is to earn profit by obeying the law	74.7	20.0	5.3	43.8	19.5	36.7

Table 9: Internal consistency reliability

Items	Number of variables	Cronbach's alpha	Average inter-item correlation (AIC)
Perception of CSR	23	0.93	0.36
Philanthropic	12	0.86	0.35
Ethical	5	0.79	0.43
Legal	4	0.79	0.49
Economic	2	0.78	0.63

percent answered item A1 correctly. Moreover, 41.4 percent to 47.1 percent of them answered

A2, A3, A4, A5, and A6 questions correctly. Non-business or other faculty respondents had comparatively lower awareness levels on CSR than business faculty.

The output of the overall study showed positive awareness among people of Rajshahi city in Bangladesh. In a conceptual view, awareness among studied respondents would be high and vice versa. Similarly, CSR being a business-related term, awareness among business faculty respondents was high. But, a remarkable number of business faculty students did not elaborate

Table 10: Perception of CSR (n=400)

	Items	Mean value	Standard deviation	Min	Max
<i>Philanthropic (PHI)</i>					
PHI 1	Financial support of businesses to the poor for poverty elimination.	4.27	0.48	3	5
PHI 2	Donations to hospitals and providing free medical treatment.	4.08	0.50	3	5
PHI 3	Helping poor students financially and giving scholarships.	4.26	0.50	3	5
PHI 4	Conservation of the environment by using green energy.	4.08	0.49	3	5
PHI 5	Donations for the construction of roads, bridges, culverts, libraries, clubs, parks, and religious institutions.	4.03	0.46	3	5
PHI 6	Financial assistance to orphans, rootlessness, older men, widows, and disabled people.	4.06	0.48	1	5
PHI 7	Help to develop playgrounds to purchase playing instruments and hospital equipment.	4.07	0.49	2	5
PHI 8	Construction of roads and creating awareness of road accidents.	4.04	0.48	2	5
PHI 9	Financial or non-financial support to the greenhouse-affected people.	3.76	0.62	2	5
PHI 10	Creating public awareness of women's oppression, rape, child marriage, trafficking, child labour, and other social problems.	3.98	0.55	3	5
PHI 11	Maintaining relationships with various stakeholders of the organization.	3.88	0.67	2	5
PHI 12	Participating in development activities with the government.	3.95	0.72	2	5
	Weighted Average Mean (WAM)	4.04			
<i>Ethical (ETH)</i>					
ETH 1	Production and supply of safe and pure food.	4.20	0.50	3	5
ETH 2	Creating jobs opportunity and arranging training programs for the people.	4.04	0.53	3	5
ETH 3	Reducing plastic and polyethene usage and recycling their waste.	4.11	0.60	3	5
ETH 4	Keeping concerned about sea pollution and sea assets.	4.05	0.58	2	5
ETH 5	Arranging tree plantation programs as CSR activities.	3.93	0.60	2	5
	Weighted Average Mean (WAM)	4.10			
<i>Legal (LEG)</i>					
LEG 1	Maintaining a safe and equal working environment by law.	3.74	0.58	2	5
LEG 2	Lessening water pollution by following environmental rules.	3.76	0.62	2	5
LEG 3	Minimizing greenhouse gas by using environment conservation law.	3.81	0.67	2	5
LEG 4	Stopping deforestation and soil pollution as per environmental acts.	3.81	0.63	2	5
	Weighted Average Mean (WAM)	3.78			
<i>Economic (ECO)</i>					
ECO 1	Providing fair wages and other facilities to employees.	4.02	0.67	2	5
ECO 2	Conscious about the rights of employees, internal transparency, and accountability of the organization.	4.03	0.68	2	5
	Weighted Average Mean (WAM)	4.03			

Table 11: Spearman’s Rho correlations of philanthropic variables

	PHI1	PHI2	PHI3	PHI4	PHI5	PHI6	PHI7	PHI8	PHI9	PHI10	PHI11	PHI12
PHI1	1											
PHI2	.42**	1										
PHI3	.30**	.32**	1									
PHI4	.36**	.34**	.26**	1								
PHI5	.32**	.36**	.31**	.28**	1							
PHI6	.36**	.36**	.30**	.29**	.50**	1						
PHI7	.33**	.34**	.23**	.24**	.45**	.51**	1					
PHI8	.32**	.36**	.21**	.30**	.39**	.43**	.41**	1				
PHI9	.26**	.27**	.16**	.35**	.30**	.29**	.31**	.26**	1			
PHI10	.35**	.35**	.30**	.33**	.42**	.42**	.35**	.36**	.35**	1		
PHI11	.39**	.44**	.18**	.33**	.37**	.39**	.44**	.44**	.43**	.49**	1	
PHI12	.37**	.42**	.25**	.38**	.39**	.36**	.39**	.36**	.48**	.42**	.67**	1

on the word “CSR” and answered law-related items properly.

Perception of CSR

The desired Average Inter-item Correlation (AIC) range needs to be 0.15 to 0.20 for the broad higher-order construct and 0.40 to 0.50 for the narrow-order (Clark and Watson 1995). Similarly, most psychometricians agreed that Cronbach’s alpha value of 0.70 was acceptable. So, for reliability, the internal consistency of the concerned items is acceptable (Table 9).

Table 10 represents the perception level of the people on CSR containing four types of responsibilities described in Carroll’s CSR pyramid (Carroll 1991). Most of the respondents had emphasized CSR activities. Ethical responsibilities were most important to them where the Weighted Average Mean (WAM) score was 4.10, and the WAM of legal responsibilities was 3.78. On the other hand, philanthropic and economic responsibilities were almost the same (WAM scores 4.04 and 4.03). The WAM score of all 23 items comprising four responsibilities was around 4.0, reflecting respondents’ favorable perception.

Spearman’s Rho Correlations across philanthropic variables were positive and significant (Table 11). Therefore, this denoted validity of items (Karras 1997). The highest correlation coefficient between PHI11 and PHI12 was .67 ($r < 0.01$). Most of the values were positively correlated to moderated and good levels (Akoglu 2018). Similarly, Table 12 represented a positive association among ethical, legal, and economic variables.

The result of the two-tailed Mann-Whitney *U* test was significant, $U = 1200, z = -16.13, p < .01, r = .81$ (Table 13). The median (*Mdn*) of studied and non-studied respondents was 112.5 and 87.5. Therefore, the perceptions of CSR of studied and non-studied respondents varied significantly.

Education on CSR of respondents had affected perception levels remarkably. WAM scores of philanthropic, ethical, legal, and economic responsibilities of CSR’s studied people were 4.24, 4.30, 4.10, and 4.40, and for non-studied were 3.78, 3.80, 3.40, and 3.60, respectively. Most of the studied respondents positively perceived the 23 items by answering “Agree” and “Strongly Agree”. On the opposite side, a great deal of non-studied respondents responded, “No idea”. Some of them replied “Agree” and “Strongly agree” from

Table 12: Spearman’s Rho correlations of ethical, legal, and economic variables

	ETH1	ETH2	ETH3	ETH4	ETH5	LEG1	LEG2	LEG3	LEG4
ETH1	1					LEG1	1		
ETH2	.37**	1				LEG2	.58**	1	
ETH3	.49**	.40**	1			LEG3	.52**	.45**	1
ETH4	.40**	.36**	.60**	1		LEG4	.51**	.51**	.56**
ETH5	.33**	.35**	.54**	.55**	1				
	ECO1	ECO2							
ECO1	1								
ECO2	.65**	1							

Table 13: Two-Tailed Mann-Whitney U test for the perception of people having study and no study on CSR

Variables	Respondents	N	Mean rank	U	Z	p	r
Perception	Studied on CSR	225	282.67	1200.00	-16.13	.00	.81
	Not studied on CSR	175	94.86				

assumption, not from education on CSR. After all, studied respondents perceived CSR positively. But no-studied respondents had a comparatively lower degree of perception on CSR.

The outcome of the two-tailed Mann-Whitney U test was significant, $U = 3973.50$, $z = -13.85$, $p < .01$, $r = .69$ (Table 14). There was a difference between the median of business faculty ($Mdn = 95$) and other faculty respondents ($Mdn = 105$). Therefore, perceptions on CSR between two groups of respondents varied at significant levels.

Table 14: Two-Tailed Mann-Whitney U test for the perception of the people of business studies faculty and other faculty on CSR

Variables	Respondents	N	Mean rank	U	Z	p	r
Perception	Business Faculty	190	284.59	3973.50	-13.85	.00	.69
	Other Faculty	210	124.42				

A deferential scenario was observed in the perception level on CSR among business studies faculty respondents, and non-business or other faculty. WAM scores of business faculty respondents were 4.25, 4.30, 4.12 and 4.39, and for other faculty were 3.85, 3.87, 3.50 and 3.70 respectively in the case of philanthropic, ethical, legal, and economic responsibilities. Obviously, the perception of CSR among business faculty respondents was relatively more positive than non-business faculty.

From the above discussion, respondents' perception of CSR was favorable and varied in some areas. People's perceptions of philanthropic, ethical, and economic responsibilities were almost the same (WAM = 4.0). Conversely, legal responsibilities related to environmental issues are mostly out of their perception, like the study in Ukraine (Osadcha et al. 2020). Respondents studied on CSR and business studies faculty have an acceptable understanding level of CSR. Thus, non-studied and non-business faculty respondent's perception was comparatively lower. Here, education was playing differential roles in people's perception of CSR. The knowledge can

develop the perception and value of a person, and knowledge can be obtained through education (Yigit 2018). In addition, publicity of CSR among all can be another way to boost awareness and perception. Online disclosure of CSR activities positively impacts expanding CSR consciousness among stakeholders (Briones 2020).

CONCLUSION

CSR is not only for business people or business organizations but also for all, directly and indirectly, related to business as owners, employees, managers, suppliers, shareholders, or customers. Humanity, society, the economy, and the environment are affected by CSR activities in numerous ways. The awareness and the perception among people of the Rajshahi city in Bangladesh were acceptable and varied depending on respondents' education and faculty. Besides, people's perception was distinct in philanthropic, economic, legal, and economic responsibilities areas. It is crucial to insert CSR topics at all education levels to enhance awareness and perception among people.

RECOMMENDATIONS

People's awareness and perceptions of CSR positively impact business organizations and society, the environment, and sustainability. This study showed that education is an imperative factor in changing this situation. Therefore, it is recommended that educational institutions operated by the government, private, trust, and charity funds should be informed and motivated to expand the CSR concept. It would systematically ensure the introduction of CSR education in secondary, higher secondary, higher study, professional, and technical levels.

LIMITATIONS

One could have expected that some sociodemographic features such as various age levels, and diverse educational qualifications have differential influences on CSR's knowledge, awareness, and perception.

IMPLICATIONS FOR FURTHER RESEARCH

The results of this research will be beneficial to corporate leaders and policymakers concerning decision-making pertaining to CSR. Despite favourable awareness and perception levels among respondents, CSR learning should be for all to reach the expected level. As a part of future research, researchers should work on CSR promotional programs and other influencing activities in this strategy. Because of the sample size and being conducted in a limited area, the result obtained in this study may not be equally applicable in all other areas of Bangladesh. Further research may enrich the concept of this paper by including vast areas involving a large number of respondents.

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